DOCUMENT RESUME

ED 358 735 FL 021 303

AUTHOR Sprayberry, Roslyn R.
TITLE Using Multimedia To Improve the Aural Proficiency of High School Students of Spanish.
PUB DATE 93
NOTE 76p.; Practicum report, Nova University.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Achievement Gains; Classroom Techniques; *Cultural Awareness; High Schools; High School Students; Instructional Effectiveness; *Language Patterns; *Listening Comprehension; *Multimedia Instruction; Second Language Instruction; Second Language Learning; *Spanish; *Teaching Methods

ABSTRACT

An experimental study investigated the effectiveness of multimedia instruction in improving listening comprehension of high school students studying second-year Spanish. Specific comprehension difficulties were found in recognizing linguistic and cultural implications, making guesses based on key words and phrases, and understanding and responding appropriately to information given orally. Six major causes for the problems were identified: neglect of listening comprehension skills in instruction; student lack of discriminatory listening techniques; inadequate knowledge of Spanish vocabulary, syntax, and grammar, and native language interference; lack of knowledge of linguistic and cultural connotations in some words and phrases; inadequate textbook treatment of listening strategies; and ineffective native-language listening skills. A multimedia instructional approach was adopted with 50 randomly selected students. Techniques used include paired and group work, listening stations in the classroom, student-written cultural notebooks, student-generated lists of listening strategies, filmstrips and videos, use of Total Physical Response commands, student creation of visual aids, minidramas and skits, telephone conversations and interviews, creation of commercials, games, and guest speakers. Students were receptive to and enthusiastic about the process, and posttests indicated significant language achievement gains over the period of treatment. (MSE)

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Using Multimedia to Improve the Aural Proficiency of High School Students of Spanish

by

Roslyn R. Sprayberry

Cluster 40

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A Practicum II Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

FL021303

PRACTICUM APPROVAL SHEET

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Approved:

14 June 1993
Date of Final Approval of Report

Roberta Wong Bouverat
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ACKNOWLEDGEMENTS

The writer wishes to express gratitude to her friend and colleague Brenda J. Pulliam for the numerous editorial hours that she spent reviewing this document and for the encouragement that she provided and to her friends Cornelia Witte, Joy Wooderson, Susan Dyar, and Jean Cornn, who have always been supportive and understanding.

Special thanks are extended to Marycharles Roberts, her dear friend, for having unceasing confidence in the writer's ability to attain her goals and to the following people who nurtured the writer's love for learning and opened new doors for exploration: Dr. Allyne Baird, Annabelle Tabor, Caro Feagin, Dr. James Murray, and Dr. Genelle Morain.

Dr. Roberta Wong Bouverat provided invaluable assistance because of her expertise in many areas, her enthusiasm for her work, her vibrant personality, and her sensitivity as an advisor. For this the writer is most grateful.

To her parents, Grace Bernhard Sprayberry and Henry Ray Sprayberry, the writer expresses deepest love, admiration, and appreciation. Their love, faith, encouragement, and support have instilled within the writer

a sense of well-being and determination. Through this determination goals have been attained. Through the grace of God knowledge, wisdom, and understanding have been provided.

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ABSTRACT

Using Multimedia to Improve the Aural Proficiency of High School Students of Spanish. Sprayberry, Roslyn R., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Listening/Listening Comprehension/Foreign Language/Spanish/High School/Teaching Strategies/Teaching Methods/Aural Proficiency/Multimedia

This practicum report describes strategies designed to improve students' aural proficiency in the Spanish language. Aimed at high school students in a second-year Spanish class, this report is appropriate for any foreign language class from middle school through university levels.

The writer developed and administered a listening survey and a pretest to 50 randomly selected students in a second-year class. The objectives were to recognize cultural and linguistic implications in the oral language, to make guesses based on familiar words and phrases, to comprehend main ideas, to comprehend and respond to information presented orally, to achieve a mean score on the posttest indicating a minimum of 50% improvement over a mean score on the pretest, and to increase enjoyment and satisfaction in listening to the Spanish language. The survey and a posttest were used to measure the outcomes of the objectives.

Analysis of the data revealed positive results. A comparison of the pretest and posttest showed students' improved ability in listening comprehension in Spanish. A comparison of the survey given at the beginning and end of the process indicated increased enjoyment and satisfaction.

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CHAPTER I

INTRODUCTION

Description of Community and Work Setting

The community was a southern suburb of a large metropolitan area in a Southern state. It was a predominantly middle class, transitional community comprised of a growing population of minorities and limited-English speaking residents. According to the Chamber of Commerce, the population in 1990 was approximately 9,000 and the median income per household was $34,000. Residents were employed in occupations affiliated with the military, the airlines, and small business-related ventures. Relatively few industries existed in the area except for a large international airport.

Originally a farming community, large tracts of land were transformed into shopping centers, subdivisions, and a vast array of apartment complexes. Within the past eight years a rapidly changing population pattern, along with district boundary expansion, contributed to the rising crime rate which had a direct impact on the school community.

The work setting was a public high school that was constructed in 1977 in this community. It was one of seven

comprehensive high schools in the county. In 1990, with the shift from the junior high concept to the middle school concept, the ninth grade was added to the high school. Comprised of grades 9-12 with an enrollment of 1352 students, the school had an ethnic composition of approximately 54% White, 36% African/American, 8% Asian, and 2% Hispanic. Tables 1 and 2 reflect respectively the drastic changes in ethnic distribution of the student body and the fluctuation in student enrollment in the past eight years.

Table 1

Percentage of Ethnic Distribution of Student Body

Group	1984	1989	1990	1991	1992
White	96	89	66	54	54
African/American	2	7	25	35	36
Asian	1	2	7	9	8
Hispanic	1	2	2	2	2

Table 2

Fluctuation in Student Enrollment

Grade	1984	1989	1990	1991	1992
9	N/A	N/A	450	470	470
10	540	614	398	311	278
11	459	459	437	328	296
12	441	471	460	291	.308
Total	1451	1558	1745	1400	1352

The school was a comprehensive high school consisting of an academic and a vocational program that operated on the quarter system. The multifaceted educational program offered a curriculum to meet the needs of the culturally diverse student population by providing experiences in both college level and vocational courses as well as general studies. Individual differences were recognized by the wide variety of course offerings that reflected various ability groupings and interest levels ranging from the "hands-on" programs to the gifted, Advanced Placement, and Honors programs. Numerous extracurricular activities provided opportunities for students to develop further their physical, intellectual, emotional, and social skills. In 1991, the school was selected as a School of Excellence. Unfortunately, increasing problems of an inner-city nature called for a highly visible, persistently vigilant approach to maintaining a safe environment for students and faculty alike.

The staff was composed of 124 employees, including 5 administrators, 3 counselors, 2 media specialists, 90 teachers, a registrar, and other support personnel. Approximately 75% of the staff possessed six or more years of teaching experience and 52% had advanced degrees, including eight teachers who had specialist's degrees and two who held doctorate degrees. One teacher was seeking a doctoral degree. Four of the administrators possessed

specialist's degrees and one had a Ph.D. The ethnic diversity of the student body was reflected in the ethnic composition of the staff.

Writer's Work Setting and Role

The writer was a Spanish teacher and had taught for 28 years. For the last 22 years she chaired the Foreign Language Department. The department had six foreign language teachers; and approximately 34% of the student population was enrolled in Latin, French, or Spanish classes. Foreign language courses were offered through the third level of study. Because of a state mandate, the class size of a foreign language class using a language laboratory was limited to a maximum of 30 students.

Major changes in foreign language curriculum design were occurring because of the proficiency-oriented approach to teaching. As a result, one of the roles of the writer was to act as a facilitator. Second, the writer supervised and monitored adherence to state and local requirements governing the department. Third, the writer acted as a liaison between the departmental members and the school and county administration. Fourth, the writer assumed the role of mediator when disputes arose within the department. Fifth, the writer maintained departmental records such as book inventories, equipment inventories, lab forms, failure lists, and purchase orders. Sixth, the writer was responsible for submitting quarterly and yearly reports

supporting adherence to state guidelines to the school and county administration as well as developing and submitting a yearly budget.

In addition, the writer taught four second-year Spanish classes, supervised a third-year Spanish student on independent study, sponsored the National Spanish Honor Society (la Sociedad Honoraria Hispánica), and served as academic advisor to seven students. A third-year class of Spanish was not offered because of budgetary constraints and personnel reduction.

Professional training of the writer included a bachelor's degree in Spanish and history, a master's degree in Spanish with a minor in history, and a specialist's degree in foreign language education (Spanish). Professional expertise was expanded and enhanced through travels to Mexico, Central America, South America, Puerto Rico, Europe, and Scandinavia; participation in study abroad programs, including a Fulbright-Hays Study Abroad grant; participation in seminars sponsored by the National Endowment for the Humanities, the State Endowment for the Humanities, Exxon Corporation, and others; speaking and conducting workshops at county, state, regional, national, and international foreign language conferences; conducting workshops for county-level staff development programs; developing and revising county and state foreign language curricula; serving on committees to develop and revise the

Teacher Certification Test in Spanish; judging local and state foreign language competitions; and active membership in various professional organizations.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem identified for this practicum was that students in the writer's second-year Spanish classes had difficulty comprehending and processing efficiently oral information in the Spanish language. That is, students were unable to recognize cultural and linguistic implications in the oral language, to make guesses based on key words and phrases, to comprehend main ideas, and to respond appropriately to oral information. One reason that the problem had not been solved was that some teachers operated on the incorrect assumption that students knew how to listen effectively and, therefore, neglected the teaching of listening comprehension skills. Another reason was that textbooks often lacked sufficient strategies for developing listening comprehension skills. A third reason was student frustration prompted by poorly engineered audio tapes that accompanied the text. These tapes contained long, rapid speech patterns beyond the level of comprehension and reproductive ability of most students. A fourth reason was that students were not motivated to pursue self-initiated listening comprehension practice in the target language

(L2). In brief, students did not possess adequate skills in aural proficiency in the Spanish language.

Problem Documentation

Evidence of the problem was supported by the results of a listening exercise administered to 50 randomly selected high school students enrolled in the writer's second-year Spanish classes, observations made by the writer, and conversations with colleagues. In May of 1992, 38 out of 50 second-year Spanish students scored below 70% on an exercise (see Appendix A) based on listening comprehension. While 48 out of 50 could recognize key words and phrases commonly used in the classroom (item A), only 11 students could distinguish the sounds of L2 by filling in blanks of missing words from dictation (item B) within a range of 70% accuracy. Only four students could create correctly an object described orally (item C). Within a range of 70% accuracy, 26 students were unable to select correct visuals from statements given orally (item D); and 27 students could not determine locations based on oral information (item E). Forty students scored below 70 when asked to select correctly multiple-choice items based on information given orally (item F). However, 41 students scored 70 or above when instructed to check the correct tense of verbs presented orally within sentences (item H). Only five students were able to comprehend and summarize the five main ideas presented orally in a short story, whereas 22 students

could relate only one main idea; and eight could not state any of the five (item J).

The results of the listening exercise administered in May of 1992 substantiated the writer's observations that students in her second-year Spanish classes had difficulty recognizing cultural and linguistic implications in the oral language, making guesses based on key words and phrases, and comprehending and responding appropriately to oral information in the Spanish language within a 70% range of proficiency.

Conversations with 25 other high school foreign language teachers in the spring of 1992 revealed unanimous agreement that students did not demonstrate adequate skills in listening comprehension in L2 within a 70% range of proficiency as evidenced by classroom performance and evaluations. Further, the teachers maintained that students were not effective listeners in their native language (L1) and did not know how to be attentive to information presented orally. As a result, the teachers indicated that they were constantly repetitive in L1 as well as in L2 because of students' ineffective listening skills and inattentiveness. Therefore, the assertion that students had difficulty comprehending and processing efficiently oral information in the Spanish language was supported by the results of a listening exercise, observations of the writer, and collegial conversations.

Causative Analysis

It was the writer's opinion that there were six major causes for the problem. First, many foreign language teachers neglect the teaching of listening comprehension skills. Teachers tend to assume that high school students enrolled in foreign language study already know effective listening comprehension strategies. Furthermore, the majority of foreign language teachers emphasize the productive skills of speaking and writing. Little attention is aimed directly at teaching students how to be effective listeners or readers in L2. Second, students tended to listen for individual words and phrases rather than for central themes and main ideas. They did not know discriminatory listening techniques. As a result, they became lost in a deluge of overwhelming sounds. Third, inadequate knowledge of Spanish vocabulary, syntax, and grammar, as well as interference of L1, hindered students' ability to comprehend and process efficiently the oral language. They expected L2 to function according to the same rules as L1. Fourth, students did not recognize the cultural nor the linguistic connotation of certain words and phrases. Therefore, contextual misunderstandings that sometimes produce embarrassing situations arose. Fifth, although textbooks contain listening exercises, most do not contain sufficient strategies for improving listening comprehension skills. Sixth, many students did not possess

effective listening comprehension skills in L1. The assumption that listening is comprehending what is heard and reading is comprehending what is read is incorrect. Comprehension skills have to be learned. Many high school students have never been taught these skills in L1 nor in L2. Summarily, teachers interviewed concurred that, based on their observations, students did not possess adequate skills in aural proficiency in L2.

Relationship of the Problem to the Literature

A review of the literature provided evidence of students' difficulty in comprehending and processing oral information in L2. Glisan (1988), Long (1987), Omaggio (1986), Siskin and Spinelli (1987), and Weissenrieder (1987) cited the problem of inadequate aural skills among foreign language students and its ramifications for the students. Glisan and Long indicated that listening comprehension is affected when the learner tries to interpret individual words or phrases rather than listen for central concepts in order to grasp the main ideas. As a result of single word interpretation, the learner becomes lost and frustrated in a sea of meaningless utterances. Weissenrieder added that "the most frequent complaint among students . . . is that the stream of speech begins and ends before they can 'capture' a single recognizable unit" (p. 23). Because students tend to interpret word by word, they miss the central themes of what they are hearing. She suggested that

students lack the necessary skills to process the information efficiently, even if some words or phrases are recognized. Omaggio pointed out that limited linguistic knowledge, development of cognitive skills, and knowledge of the world are factors which contribute to the learners' difficulty to comprehend and process efficiently oral information in L2. According to Siskin and Spinelli, students' inability to recognize the cultural as well as the linguistic connotation of certain words and phrases interferes with their aural proficiency. A speaker's intention may be misinterpreted because learners "interpret according to the rules of their own language" (p. 393).

Additional evidence of the problem was supported by the literature. According to Belasco (1981), students are unable to comprehend the oral language to any consequential degree after only two years of foreign language study. This, he maintained, is because the focus of L2 learning within the first two years of study is on the productive skills rather than the receptive skills. Likewise, Lowe (1984) stated that students are unable to process efficiently information presented in listening comprehension tasks because they have not been taught effective listening strategies.

Lado (1986) and Seelye (1991) cited examples of misunderstandings as a result of student inability to recognize the cultural connotations of some words or phrases

in L2. Certain words or phrases may be appropriate in some Hispanic countries but taboo in others. Further, the meaning of some words or phrases may differ among Spanish-speaking countries. For example, in Mexico "camión" refers to a bus; but in Spain a "camión" refers to a truck. In Argentina a bus is called a "colectivo." However, in some other Hispanic countries a "colectivo" is a van.

Anderson and Lynch (1988) and Long (1989) suggested that L2 learners do not possess the prior knowledge and general world experiences necessary to comprehend and process efficiently oral information. Therefore, the interpretation of oral information, confined by the parameters of their limited knowledge and narrow world view, may be flawed.

Oxford, Lavine, and Crookall (1989) reported that the lack of aural proficiency is evinced by the student's inability or unwillingness to make guesses. They suggested compensation strategies such as using cognates, synonyms, and known vocabulary to help the L2 learner make intelligent guesses.

The literature revealed several causes for the problem. Belasco (1981) and Ford (1984) asserted that listening comprehension and reading comprehension are the keys to L2 acquisition and are, nevertheless, the most neglected skills. Feyten (1991) and LaVergne (1989) lamented that foreign language teachers often assume that students know

how to listen and, therefore, do not develop the listening skill as a separate skill.

Kalivoda (1987) declared that students do not pay attention when L2 is used by the teacher because most teachers usually repeat the utterances in English. Additionally, Oxford, Lavine, and Crookall (1989) reported that many foreign language students are inattentive to the sounds and patterns of the language.

Terrell (1989) noted that beginning language students generally link words together in L2 in the same order as L1. Anderson and Lynch (1988), McDonough (1986), and Minn (1976) concurred that L2 learners do not know how to breakdown a stream of speech into segments of recognizable information that provides clues to content. Furthermore, Hatch (1978) concluded that L2 listeners have difficulty identifying the topic of what is heard.

Anderson and Lynch (1988) pointed out that problems in listening comprehension are possible because of a lack of knowledge about the foreign culture. Lado (1986) and Seelye (1991) contended that possible misunderstandings occur as a result of inadequate knowledge of the cultural connotations of some words or phrases in L2. Glisan (1988), Lowe (1984), and Pfister and Poser (1987) maintained that students do not possess adequate background and contextual knowledge needed to accomplish listening comprehension tasks.

Harris and Jendrzejewski (1987) and Pino (1988) indicated that most textbooks do not provide sufficient listening activities nor contain strategies for developing listening comprehension skills. Further, Ur (1984) suggested that many teachers do not know a variety of techniques for teaching listening skills.

In conclusion, the literature clearly supported the premise that students do not possess adequate skills in aural proficiency in the Spanish language, thereby supporting the problem stated by the writer. The problem identified for this practicum was that students in the writer's second-year Spanish classes had difficulty comprehending and processing efficiently oral information in the Spanish language.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the writer was for students to attain aural proficiency in the Spanish language. For the purpose of this practicum, proficiency will be defined as the attainment of six objectives by the students.

Expected Outcomes

The writer's intent was to improve the aural proficiency of her students by the end of the eight-month implementation period. The target group of 50 students in the writer's second-year Spanish classes was randomly selected by the drawing of names. Ages of the students in grades 10, 11, and 12 ranged between 15-17.

There were six objectives. First, the writer expected that 35 out of 50 students would be able on a posttest to recognize cultural and linguistic implications in the oral language by selecting correctly 14 out of 20 multiple-choice items based on information given orally with a minimum mean score of 20% improvement over the responses given on a pretest. Second, when listening to a story presented orally, 35 out of 50 students would be able on a posttest to

make correct guesses based on knowledge of familiar key words and phrases to 4 out of 5 questions with a minimum mean score of 50% improvement over the responses given on a pretest. Third, 35 out of 50 students would display at the end of the implementation process comprehension of main ideas by summarizing information presented orally and scoring 3 or higher on a scale of 1 to 4 (4 = Excellent, 3 = Good, 2 = Fair, and 1 = Poor) with a minimum mean score of 25% improvement over the scores at the beginning of the implementation process. Fourth, 35 out of 50 students would demonstrate the ability to comprehend and respond appropriately to oral information by achieving a score of at least 70 on a posttest incorporating the following items:

1. recognize key words and phrases commonly used in the classroom
2. fill in blanks of missing words from dictation
3. create visuals based on information given orally
4. select visuals from statements given orally
5. determine locations based on oral information
6. select multiple-choice items based on information given orally
7. recognize grammatical structures presented orally
8. answer questions based on information presented orally

Fifth, a mean score on the posttest would reveal a minimum of 50% improvement over a mean score on the pretest. Sixth,

35 out of 50 students would indicate on a survey given at the end of the implementation process an increase of at least 20% in their enjoyment and satisfaction in listening to the Spanish language as compared to their responses on a survey administered at the beginning of the implementation process.

Measurement of Outcomes

The instruments used to measure the outcomes of the six objectives stated in this proposal were a listening survey (see Appendix B), a listening comprehension activity, and a pretest/posttest (see Appendix C). The listening survey consisted of 10 statements which the students rated by selecting "always," "usually," "sometimes," or "never." Ten minutes were allotted for its administration. For the listening comprehension activity, students listened to a short story presented orally in Spanish and then summarized in written form the main ideas. Comprehension of the main ideas of the story was rated by the writer on a scale of 1 (poor) to 4 (excellent). Thirty minutes were allotted for this activity. The written pretest/posttest contained a variety of testing strategies including the creation of a visual, multiple-choice, fill-in-the-blanks, and short-answer items. One class period was allotted for the administration of the pretest/posttest.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem identified for this practicum was that students in the writer's second-year Spanish classes had difficulty comprehending and processing efficiently oral information in the Spanish language. Students were unable to recognize cultural and linguistic implications in the oral language, to make guesses based on key words and phrases, to comprehend main ideas, and to respond appropriately to oral information.

A review of the literature supported the existence of the problem and offered some possible solutions. Rivers (1986) posited an interactive approach to the teaching of comprehension and production as a logical means of developing functional L2 ability. According to Rivers, students learn better when they are actively engaged in the learning process. Activities such as the creation of visuals from oral descriptions, telephone conversations, minidramas and skits, role play, cultural dialogues, and interviews offered active participation in comprehension and production. Fletcher (1990) offered evidence in support of using interactive video (IAV) to promote listening

comprehension. His central premise resided in the fact that by doing so, L2 learners can become actively involved in their own learning process and advance at their own pace.

Asher (1982), Dunkel, (1986), and Krashen (1985) asserted that the best way to learn a foreign language is to delay or deemphasize the oral production of the foreign language. Although a balanced skills approach to the teaching of L2 is generally followed by L2 teachers, the writer, for the purpose of this practicum and because of her belief in the importance of emphasizing the receptive skills, especially listening comprehension during the first two years of L2 learning, employed techniques such as Total Physical Response (TPR), audio motor units, and other strategies to allow students to determine their own readiness to participate orally. It is the conviction of the writer that by using this strategy the receptive skills are improved as well as the productive skills. This position was further supported by Krashen (1982, 1985), Glisan (1986), and Belasco (1981). Krashen, Glisan, and Belasco also recommended the use of massive comprehensible input to improve listening ability and contended that for the first two years of L2 study emphasis should be placed on the receptive skills of listening and reading. In addition, Belasco advocated training students to be effective listeners. Likewise, the importance of listening to comprehensible input and employing effective comprehension

strategies was discussed by Bacon (1992), Chamot and Kupper (1989), Hammerly (1986), and Nunan (1989). Bacon and Chamot and Kupper detailed listening comprehension strategies into metacognitive, cognitive, and social/affective categories and provided suggestions for improving listening abilities. Hammerly delineated six stages in teaching listening comprehension. The first stage is sound discrimination training followed by a graduated series of listening techniques terminating with listening to ungraded material. One method of teaching sound discrimination is to have students fill in blanks of missing letters or words from dictation. Another method is to have students transcribe simple songs, poetry, short paragraphs, and other information presented orally. He also provided five steps in the presentation and utilization of a listening passage. The writer suggests having students listen to audio cassette recordings in L2 and answer questions, paraphrase, or summarize what was heard. Nunan enumerated a list of skills necessary for successful listening that included the ability to segment speech, to relate the information to prior knowledge, and to extract main ideas and essential information.

Prior knowledge and contextual information play an important role in the effective performance of listening comprehension activities, according to Lowe (1984).

Anderson and Lynch (1988) concurred and indicated that L2 learners interpret what is heard according to their own background knowledge. Therefore, they suggested providing L2 learners with background information about the listening selection, information that will enable the learners to make logical guesses about what is heard. Further, Terrell (1986, 1989) discussed the importance of binding/access in the development of listening strategies such as contextual guessing and the use of advanced organizers to highlight important grammatical structures.

Rhodes (1987) recommended that listening be studied as it relates to the total context of the environment surrounding the communicative process. To accomplish this purpose, Garreton and Medley (1986) and Krashen (1982) advocated the use of appropriate, interesting, and functional material presented in a non-threatening environment. Pfister and Poser (1987a) concurred and recommended a variety of creative listening activities based on the needs of the student outside the classroom. Harris and Jendrzejewski (1987) maintained that listening comprehension is increased through daily listening and reading activities. However, Ur (1984) stressed the importance of using a variety of techniques for teaching comprehension skills; and Bryan (1986), Hendrickson (1991), and Rogers and Medley (1988) recommended the use of authentic materials in the foreign language classroom.

The writer employed a variety of strategies, materials, and exercises to facilitate listening comprehension. A study conducted by Herron and Seay (1991) offered evidence that listening comprehension improves with increased exposure to authentic speech. To facilitate comprehension Pfister and Poser (1987b) suggested the use of a cultural inventory to aid students in understanding cultural factors that may impede comprehension when using authentic materials. To increase cultural awareness and promote understanding students maintained a notebook of Spanish words and phrases having cultural connotations, as well as other cultural information about the Hispanic people. Seelye (1991) advocated the use of graphics in teaching the cultural connotations of words and phrases. According to LaVergne (1989), Fernandez (1989), and Pino (1988), the use of a variety of visual and verbal cues is effective for developing the listening skill. Visuals for this practicum included pictures, posters, charts, flashcards, and realia.

According to some writers, music offers a viable means of improving aural proficiency. Purcell (1992) and Trapp (1991) extolled the use of authentic music in the foreign language classroom. Provided with background information and advanced organizers highlighting grammatical structures and vocabulary items, students were able to enjoy the music while learning about Hispanic culture represented in the songs. Trapp also stated that songs are excellent for

dictation exercises. Students created their own visuals or stories based on the contents of songs.

Altman (1989), Berry-Bravo (1991), Darst (1991), and Ginway (1991) pointed out the value of using L2 videos to improve listening comprehension. Mueller (1980) and Snyder and Colon (1988) offered evidence that the use of audio-visual aids such as videos, films, and filmstrips are instrumental in facilitating L2 acquisition as well. To check comprehension students answered questions, selected true/false or multiple-choice items, or summarized the material.

The use of the audio cassette has long been an important component in the teaching of L2. However, many teachers have not yet discovered its versatility. As indicated by McDonough (1986), playing a tape for comprehension several times enables the L2 learner time to process relationships between known words and syntax. Therefore, because students need repetition in order to make connections, recordings were played several times. One way to check comprehension is to have students listen to the recording and select true/false or multiple-choice items based on what is heard or paraphrase or summarize the material. However, Glisan (1988) recommended that teachers avoid the exclusive use of question-answer formats to evaluate listening comprehension. Whereas Byrnes, Fink, and Roman (1982) lauded the use of text-independent language

cassette recordings for increasing listening comprehension, Long and Harlow (1988) suggested using written texts as a basis for listening practice and for listening comprehension activities.

The writer used paired and small group activities to provide non-threatening situations for students to increase L2 learning. Fleak (1992) reported that a monitor sheet used by a student observer provides immediate reinforcement because of its tutorial elements. Furthermore, he maintained that, because of the presence of a student monitor in group or paired activities, students are encouraged to stay on task. In addition to paired and small group activities, individual listening stations were set up in the classroom to provide extra listening practice.

Description of Selected Solution

The writer used multimedia activities to solve the problem of students' inability to comprehend and process efficiently oral information in the Spanish language. The primary roles of the writer were that of facilitator and resource person. Multimedia experiences provided a wide range of opportunities for students to become active participants in the learning process through individual, paired, and small group work. Additionally, the writer has observed that students become apprehensive when they are required to communicate orally in L2 even though the writer tries to maintain a warm, non-threatening, success-oriented

environment. Therefore, in order to reduce the stress of threatening communicative activities students were allowed to determine their own readiness to participate orally. This self-initiated determination served to increase their potential of successful experiences. The literature clearly supported the use of multimedia activities as a valuable and essential means of facilitating the acquisition of listening comprehension skills and thereby enhancing students' enjoyment of the Spanish Language.

It was the belief of the writer that the use of multimedia activities, coupled with the writer's concern for the success of her students, her enthusiasm toward teaching the Spanish language, and her love and admiration for the Spanish-speaking people, would lead to the successful accomplishment of the goal of this practicum. The goal was that students would attain aural proficiency in the Spanish language. Also, the writer had confirmed support from the school administration, media center personnel, and members of the foreign language faculty as well as other staff members.

Report of Action Taken

The projected timeline for the eight-month implementation process was from August 24, 1992, to April 30, 1993. The target group consisted of 50 randomly selected students in the writer's second-year Spanish

classes. Ages of the students in grades 10, 11, and 12 ranged between 15-17.

Prior to implementation, procedures involved in the implementation process were discussed with the principal, who was given a copy of the proposal. A plan for implementation was coordinated with the media center personnel to assure accessibility of audio-visual materials in L2. A list of audio-visual materials in L2 was developed for teacher use, and listening comprehension cassette recordings were produced and made available for student use. Listening comprehension activities indicated in the practicum correlated with the objectives as stated in the Quality Core Curriculum established by the state Quality Basic Education Act of 1985.

Week one of the implementation process the writer stated the rationale and procedures for implementation to the classes and administered a listening survey (see Appendix B) and a listening comprehension activity. Ten minutes were allotted for the administration of the survey, and thirty minutes were allotted for the listening comprehension activity. Both were readministered at the end of the implementation process. One class period was allowed for the administration of a pretest (see Appendix C), which served as a posttest at the end of the implementation process. Implementation arrangements were reviewed with the media center personnel. Listening comprehension cassette

recordings for student use were catalogued and made available through the Foreign Language Department. In small groups, students brainstormed and developed a list of good listening comprehension strategies.

Weeks two through four students selected a study partner to form a team. Then the team selected another team to form a small group. Teams worked together for paired and small group activities. Students did exercises containing cognates to guess meanings of words. Students compiled a list of key words and phrases commonly used in the classroom. Listening stations secured from the media center were set up in the classroom to provide additional listening practice beyond that required with the language lab, which was utilized throughout the academic year. The available tapes included Spanish language music, readings, stories, and textbook tapes, as well as teacher-made tapes consisting of pronunciation drills, grammatical explanations, and review work. Students had access to the listening stations throughout the academic year. Students began to maintain a culture notebook consisting of words and phrases having cultural connotations and other cultural information about the Hispanic people. The culture notebook was maintained throughout the academic year. A review of vocabulary learned in Level I Spanish was conducted. Listening comprehension checks were made frequently throughout the academic year. Students exhibited their ability to

distinguish the sounds of L2 by filling in blanks of missing words. The student-generated lists of good listening strategies were discussed. The writer made suggestions and recommendations. A basic list of effective listening strategies was composed. Students kept the list as a reference throughout the academic year.

Weeks five through seven filmstrips and videos were used to increase cultural knowledge. The purpose and procedures of the TPR method were explained. Students responded to TPR commands. Students listened to audio cassette recordings in L2 and selected correctly true/false items based on what was presented. Students listened to audio cassette recordings in L2 and selected the correct multiple-choice item based on information provided. Students wrote correctly from dictation.

Weeks eight through ten students listened to audio cassette recordings and selected correctly multiple-choice items based on what was heard. Through the use of role play techniques and other simulation activities students exhibited comprehension of the oral language. Using authentic materials, students transcribed correctly poetry and songs presented in L2. Students responded to TPR commands. Audio cassette recordings and videotapes were used to increase aural proficiency, as well as to present cultural information concerning "víspera de Todos los Santos" and "el Día de los Muertos." The writer reviewed

effective listening strategies. Students were encouraged to share other strategies that they had developed during the implementation period.

Weeks eleven through thirteen students created visuals from a statement or description given orally. Students filled in blanks of missing words from a dictation based on information presented in a Spanish language video. Students indicated comprehension of particular conversational phrases and recurring utterances presented in a Spanish language video. Using authentic materials, students transcribed correctly poetry, songs, and short paragraphs presented in L2.

During weeks fourteen and fifteen cultural dialogues, minidramas, and skits were utilized to demonstrate increased vocabulary acquisition and aural comprehension. Videotapes in the Spanish language were used to increase aural proficiency. Students exhibited their ability to distinguish the sounds of Spanish by filling in blanks of missing words or checking appropriate items from material presented orally. Using authentic materials, students transcribed correctly poetry, songs, and short paragraphs presented in L2.

During weeks sixteen and seventeen of the implementation cultural dialogues, minidramas, and skits about holiday celebrations in the Hispanic countries were utilized to demonstrate increased vocabulary acquisition and

aural comprehension. Videotapes in L2 depicting holiday celebrations in the Hispanic countries were used to increase aural proficiency. Students filled in blanks of missing words from a dictation based on information presented in a Spanish language video. Students indicated comprehension of particular conversational phrases and recurring utterances presented in a Spanish language video. Students transcribed correctly songs presented in L2.

During weeks eighteen through twenty telephone conversations, interviews, and minidramas were presented to demonstrate increased vocabulary acquisition and aural skills. Using authentic materials, students listened to audio cassette recordings in L2 and answered questions and paraphrased what they heard. Students determined locations based on oral information. The writer reviewed effective listening strategies. Students were encouraged to share additional strategies that they had developed during the implementation period.

During weeks twenty-one through twenty-three the purpose and procedures for the audio motor unit were explained. Students responded to simple audio motor units. Students developed and presented a simple audio motor unit. Using authentic materials, students listened to audio cassette recordings in L2 and paraphrased and summarized what they heard. Through the use of role play and other simulation activities students exhibited increased

comprehension of the oral language. Using authentic materials, students transcribed correctly songs, poetry, short paragraphs, and other information presented orally. Students created visuals from statements or descriptions given orally.

Weeks twenty-four through twenty-six students determined locations based on information presented orally. Students summarized short stories presented orally in L2. Students created visuals from descriptions presented orally. Commercials in the Spanish language were presented to increase aural proficiency.

Weeks twenty-seven and twenty-eight students developed and presented commercials in L2. Listeners guessed the products. Students wrote a script and conducted a census survey by telephone. In pairs, Student A was the census taker and Student B was the citizen; then the roles were reversed. Students listened to audio cassette recordings in L2 and selected correctly true/false or multiple-choice items. Using authentic materials, students listened to audio cassette recordings and summarized what they heard.

Weeks twenty-nine and thirty students answered questions based on information given in L2 videos. Students played Spanish Trivial Pursuit and other games requiring aural comprehension skills. Cultural dialogues and skits were presented to demonstrate increased vocabulary acquisition and aural proficiency.

Weeks thirty-one and thirty-two guest speakers from various Hispanic backgrounds were invited to speak to the class. Students reviewed the cultural and linguistic connotations of certain words and phrases. Audio cassette recordings and videos in L2 were used to increase aural proficiency. Students paraphrased, summarized, and answered questions over information presented orally.

During week thirty-three of the implementation a general review of techniques that facilitated aural comprehension was conducted by the teacher. The culture notebook was discussed and served as a review source. Ten minutes of one class period were allowed for the readministration of the listening survey (see Appendix B) identified in the first week of the implementation process, and thirty minutes were assigned for the readministration of the listening comprehension activity. One class period was allowed for the administration of the posttest (see Appendix C), identified in the first week of the implementation process.

The writer was enthusiastic about the implementation and was pleased with the results. The students were receptive to the process and registered enthusiasm as they monitored their progress throughout the implementation period. All students exhibited increased satisfaction as their abilities to comprehend the spoken language increased and they appeared to enjoy the activities, especially the

games and the songs. Listening comprehension plays a vital role in second language learning. Furthermore, the acquisition of good listening comprehension strategies in L2 enhances the listening skills in L1.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Briefly stated, the problem identified for this practicum was that students in the writer's second-year Spanish classes had difficulty comprehending and processing efficiently oral information in the Spanish language. They were unable to recognize cultural and linguistic implications in the oral language, to make guesses based on key words and phrases, to comprehend main ideas, and to respond appropriately to information given orally.

The goal of the writer was for students to attain aural proficiency in the Spanish language. The writer's intent was to accomplish the goal within a thirty-three-week implementation period.

Six objectives were established to attain the goal. The objectives and the results of each are as follows:

Objective 1: 35 out of 50 students would be able on a posttest to recognize cultural and linguistic implications in the oral language by selecting correctly 14 out of 20 multiple-choice items based on information given orally with a minimum mean score of 20% improvement over the responses given on a pretest.

Results: based on item F of the posttest, 36 out of 50 students selected correctly 14 out of 20 multiple-choice items based on information given orally with a mean score of 23% improvement over the responses given on a pretest.

Objective 2: when listening to a story presented orally, 35 out of 50 students would be able on a posttest to make correct guesses based on knowledge of familiar key words and phrases to 4 out of 5 questions with a minimum mean score of 50% improvement over the responses given on a pretest.

Results: based on item H of the posttest, 35 out of 50 students made correct guesses based on knowledge of familiar key words and phrases to 4 out of 5 questions with a mean score of more than 100% improvement over the responses given on a pretest.

Objective 3: 35 out of 50 students would display at the end of the implementation process comprehension of main ideas by summarizing information presented orally and scoring 3 or higher on a scale of 1 to 4 (4 = Excellent, 3 = Good, 2 = Fair, and 1 = Poor) with a minimum mean score of 25% improvement over the mean score at the beginning of the implementation process.

Results: 44 out of 50 students were able to summarize information presented orally and to score 3 or higher with a mean score of 50% improvement over the mean score at the beginning of the implementation process.

Objective 4: 35 out of 50 students would demonstrate the ability to comprehend and respond appropriately to oral information by achieving a score of at least 70 on a posttest incorporating the following items:

1. recognize key words and phrases commonly used in the classroom
2. fill in blanks of missing words from dictation
3. create visuals based on information given orally
4. select visuals from statements given orally
5. determine locations based on oral information
6. select multiple-choice items based on information given orally
7. recognize grammatical structures presented orally
8. answer questions based on information presented orally

Results: 37 out of 50 students achieved a score of 70 or above on the posttest.

Objective 5: a mean score on the posttest would reveal a minimum of 50% improvement over a mean score on the pretest.

Results: the mean score on the posttest revealed a 92% improvement over the mean score on the pretest.

Objective 6: 35 out of 50 students would indicate on a survey given at the end of the implementation process an increase of at least 20% in their enjoyment and satisfaction in listening to the Spanish language as compared to their

responses on a survey administered at the beginning of the implementation process.

Results: a comparison of items 1, 2, 3, 4, 8, 9, and 10 on the listening survey administered at the beginning and at the end of the implementation process indicated an improvement of 23% based on the mean scores.

Discussion

For this practicum a target group of 50 students in the writer's second-year Spanish classes was randomly selected by the drawing of names. Students ranged in age from 15-17 and were in grades 10, 11, and 12. At the beginning and the end of the implementation process, a listening survey (see Appendix B) consisting of 10 statements which the student rated by selecting "always," "usually," "sometimes," or "never" was administered to the target group to determine the level of enjoyment and satisfaction when listening to the Spanish language. Of the 10 items, items 1, 2, 3, and 4 were related to the student's level of enjoyment while items 8, 9, and 10 denoted the student's level of satisfaction. A number value was assigned to each letter to facilitate the computation of percentages. The values were A = 4, B = 3, C = 2, and D = 1. A comparison of the responses to the survey is displayed in Table 3.

Table 3

Comparison of Listening Survey at Beginning and End of Implementation Based on 50 Respondents

	Beginning					End				
Item	A	B	C	D	Avg.	A	B	C	D	Avg.
1.	6	12	29	3	2.22	15	24	9	2	3.04
2.	5	10	21	14	2.12	9	25	13	3	2.80
3.	20	17	9	4	3.06	20	19	10	1	3.16
4.	17	20	12	1	3.06	26	14	8	2	3.28
5.	4	4	30	12	2.00	1	11	29	9	2.08
6.	20	19	10	1	2.78	30	13	5	2	3.42
7.	19	15	13	3	3.00	23	13	13	1	3.16
8.	3	5	12	30	1.62	3	10	24	13	2.06
9.	2	5	30	13	1.92	8	20	17	5	2.62
10.	2	2	26	20	1.72	6	13	23	8	2.34
Total of 1 - 10					23.50					27.96
Mean Score of 1 - 10					2.35					2.80
Total of 1 - 4, 8 - 10					15.72					19.30
Mean Score of 1 - 4, 8 - 10					2.25					2.76

Note. Percentage of Improvement Between M_1 and M_2 of Items 1 - 4, 8 - 10 is 23%.

A comparative analysis of the results of the listening survey given at the beginning and at the end of the implementation process shows improvement on all 10 items. However, the items related to objective 6 reflecting enjoyment and satisfaction indicate a higher percentage of improvement with a mean of 23% as compared to a mean of only 19% when all scores are considered.

A comparison of the pretest (see Appendix C) and posttest (see Appendix C) scores of the target group as presented in Table 4 illustrates that the implementation process was effective at the 70% level of accuracy, thereby achieving objectives 4 and 5 established by the writer at the beginning of the implementation period.

Table 4

Comparison of 50 Pretest and Posttest Scores With Percentages of Improvement by Race, Gender, and Grade

Subject	Race	Gen	Grade	Pretest	Postt	% of impmt
1	AA	M	10	30	90	200
2	W	M	10	41	63	54
3	A	M	10	31	73	135
4	W	M	10	39	78	100
5	AA	M	10	34	68	100
6	AA	M	10	38	72	89

(table continues)

Subject	Race	Gen	Grade	Pretest	Postt	% of impmt
7	W	M	10	35	64	83
8	AA	M	10	33	65	97
9	AA	M	10	38	70	84
10	A	F	10	36	73	103
11	A	F	10	41	76	85
12	AA	F	10	39	82	110
13	W	F	10	44	79	80
14	AA	F	10	43	79	84
15	W	F	10	37	69	86
16	A	F	10	37	67	81
17	W	F	10	45	71	58
18	W	M	11	34	85	150
19	W	M	11	35	75	114
20	AA	M	11	41	85	107
21	AA	M	11	44	84	91
22	W	M	11	32	73	128
23	AA	M	11	38	57	50
24	AA	M	11	28	76	171
25	AA	M	11	29	71	145
26	W	M	11	43	80	86

(table continues)

Subject	Race	Gen	Grade	Pretest	Postt	% of impmt
27	AA	M	11	38	70	84
28	W	F	11	51	85	67
29	H	F	11	37	80	116
30	AA	F	11	49	86	76
31	W	F	11	27	69	156
32	W	F	11	44	85	93
33	H	F	11	39	61	56
34	AA	M	12	40	70	75
35	W	M	12	50	89	78
36	W	M	12	46	89	93
37	W	M	12	42	77	83
38	W	M	12	40	83	108
39	W	M	12	62	92	50
40	AA	M	12	32	82	156
41	W	M	12	38	75	97
42	AA	F	12	37	63	70
43	AA	F	12	27	52	93
44	W	F	12	36	75	108
45	AA	F	12	43	68	58
46	W	F	12	57	86	51

(table continues)

Subject	Race	Gen	Grade	Pretest	Postt	% of impmt
47	W	F	12	37	63	70
48	W	F	12	40	77	93
49	W	F	12	34	71	109
50	W	F	12	36	73	103
Total				1947	3746	92
Mean				39	75	92

Note. The mean percentage of the posttest score over the pretest score is 92%.

Total 10th-grade scores =	(Pretest) 641	(Postt) 1239
Mean scores 10th-grade =	38	73
Total 11th-grade scores =	609	1222
Mean scores 11th-grade =	38	76
Total 12th-grade scores =	697	1285
Mean scores 12th-grade =	39	76

Based on the comparative scores of the pretest and posttest and the percentages of improvement, the writer concludes that objectives 4 and 5 were successfully achieved. The degree to which these objectives were achieved is depicted graphically in Figures 1 and 2 respectively.

Figure 1. Listening comprehension results by grade level.

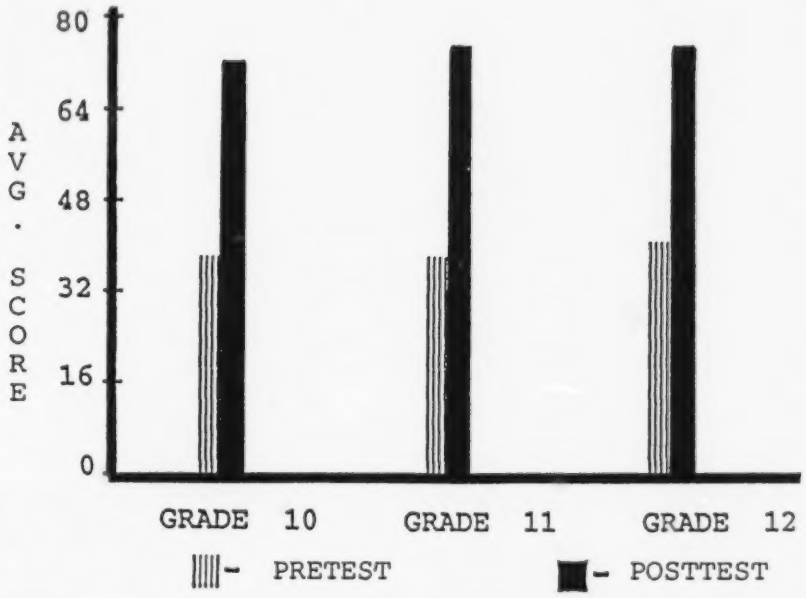
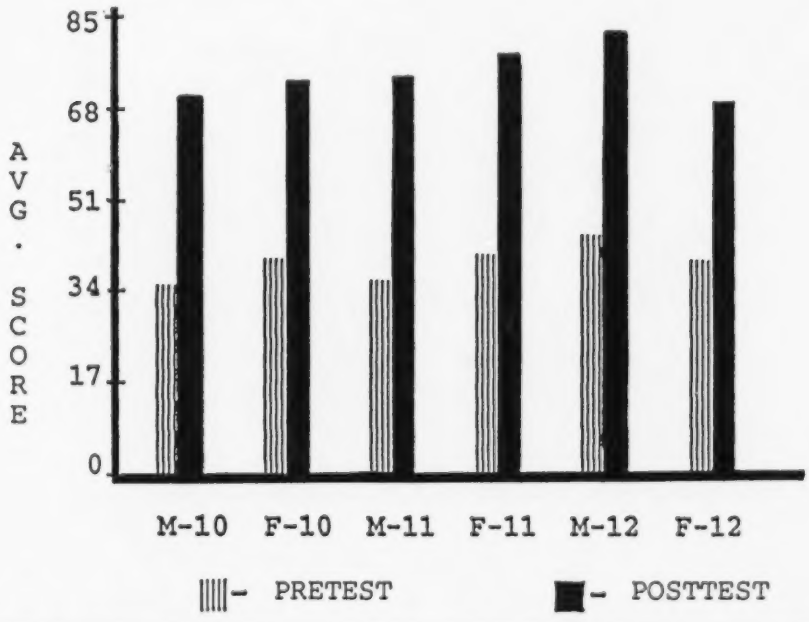


Figure 2. Comparison of listening comprehension results of pretest and posttest by gender and grade.



According to the information displayed in Figures 1 and 2, 12th-grade males scored higher than any other group on both the pretest and the posttest with a mean score of 44 on the pretest and a mean score of 82 on the posttest. Of the females, 11th-graders scored higher with a mean score of 41 on the pretest and 78 on the posttest. Twelfth-grade females scored lower than any other group on the posttest with a mean score of 70 while 10th-grade males scored lower on the pretest with a mean score of 35.

At the beginning of the implementation process only eight students could display comprehension of main ideas by summarizing information presented orally and scoring 3 or higher on a scale of 1 to 4 (4 = Excellent, 3 = Good, 2 = Fair, and 1 = Poor). Of the 50, 37 students scored 1. At the end of the process only two students scored 1. Forty-four out of 50 students were able to summarize information presented orally and to score 3 or higher with a mean score of 50% improvement over the mean score at the beginning of the implementation process. Thus, objective 3 was achieved.

Objectives 1 and 2 are represented on the pretest and posttest by items F and H respectively. Based on item F of the posttest, 36 out of 50 students selected correctly 14 out of 20 multiple-choice items when information was presented orally. The mean score indicated a 23% improvement over the responses given on the pretest. On

item H of the pretest only six students were able to comprehend and summarize at least one of five main ideas presented orally in a short story. Of the six only one student could relate three of the five ideas, and three students could recount two ideas. However, on the posttest 26 students could summarize all five of the main ideas of the story while five students were able to relate only two of the five ideas. All 50 students could comprehend and summarize at least two of the central ideas represented in the story.

Students scored lowest on item E of the posttest. This was surprising to the writer because more class time was spent on teaching the vocabulary necessary to give and receive directions than any other thematic vocabulary. Students wrote and presented orally directions to nearby stores and places of interest. Partners and groups worked together to guess locations based on oral directions, and students were given several quizzes based on their ability to comprehend directions presented orally. Yet, item E produced fewer correct answers than any other section on the posttest. Five students missed all three answers while only 10 out of 50 students answered all three correctly.

Based on the comparative responses of the pretest and the posttest along with individual assignments and class presentations, the writer concludes that the implementation process was effectively employed. It is the writer's belief

that the implementation process produced positive results because (a) the listening comprehension activities were presented as integral, connected parts of the daily classroom experience rather than as isolated exercises; (b) the variety of interactive learning experiences provided opportunities for students to improve both aural and oral skills; (c) the teaching of listening comprehension skills is within itself a natural component of language learning; (d) the writer possesses an enthusiastic attitude toward foreign language teaching and recognizes the importance of stressing the skill of listening comprehension; and (e) support of the school administration, media center personnel, and members of the foreign language faculty as well as other staff members was confirmed.

Recommendations

1. Since listening comprehension is a vital and integral part of the language learning process, it is recommended that the foreign language teacher present listening comprehension activities as a corollary to the lesson or topic being studied rather than as isolated exercises.

2. It is recommended that the teacher be aware of the importance of the listening comprehension skill, not only in L2, but also in L1.

3. It is recommended that students be provided numerous opportunities to develop both aural and oral skills.

4. It is recommended the teacher act as a facilitator and guide in the development of the skills necessary for successful language learning experiences and provide opportunities for students to explore and share ideas beyond the confines of this practicum.

Dissemination

This practicum has been shared with and made available to foreign language teachers within the writer's school and county. Several foreign language teachers are presently incorporating parts of the plan of action into their daily lesson plans. The writer has been asked to conduct a workshop on strategies for teaching listening comprehension for foreign language teachers within the county. Also, the writer plans to submit proposals for conference workshops to various foreign language associations of which she is a member and to publish articles based on this project.

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APPENDIX A

LISTENING EXERCISE: SPANISH, LEVEL TWO

LISTENING EXERCISE: SPANISH, LEVEL TWO

A. You will hear a list of words and phrases. From the list, select the four key words and phrases commonly used in the classroom. You will hear the information three times. The first time listen carefully. The second time write your answers during the pauses provided. The third time check your answers.

1._____ 3._____

2._____ 4._____

B. Dictado. Complete the following paragraph by filling in the missing words. The paragraph will be stated three times. The first time listen carefully. The second time write your answers during the pauses provided. The third time check your answers.

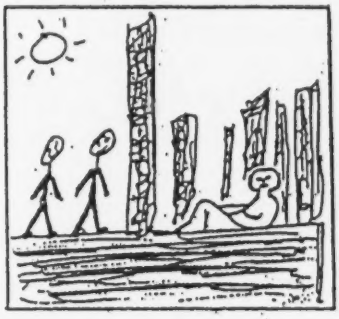
Era el _____. María _____ comprar un _____ para su novio. ¿Qué fue a _____? ¿Unos _____? ¿Una _____ de _____? ¿Un _____? ¡Qué problema!

Entonces, _____ los _____ en la televisión. La Casa Verde estaba _____ grandes _____. María miró el _____. Se _____ y salió _____.

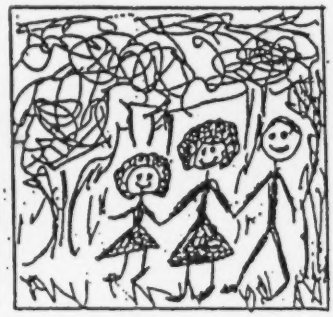
Cuando _____ a la tienda un _____ le _____ a ella muchas cosas. Al fin María _____ lo que _____.

C. An object will be described to you. Draw a picture of the object based on the descriptions given. You will hear the descriptions three times. The first time listen carefully. The second time begin your drawing during the pauses provided. The third time check your drawing.

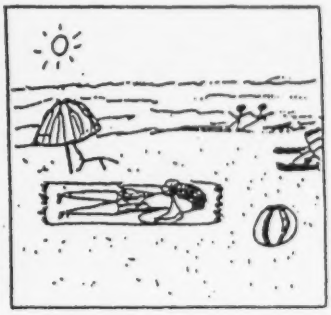
D. You will hear nine sentences describing various situations. You will hear each sentence twice. Listen carefully. Write the number of the sentence below the illustration to which it refers.



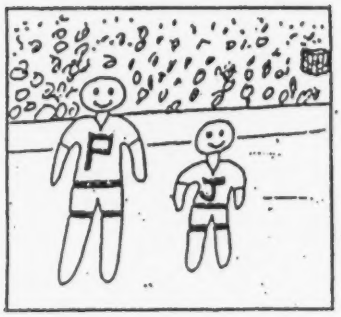
1._____



4._____



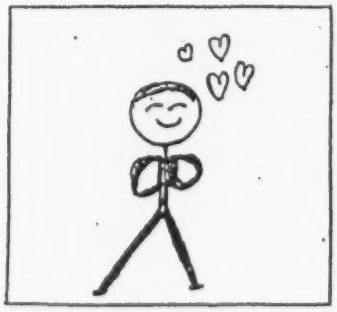
7._____



2._____

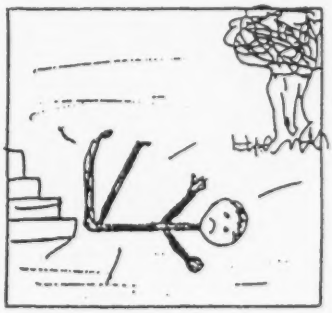
5._____

8._____



3._____

6._____



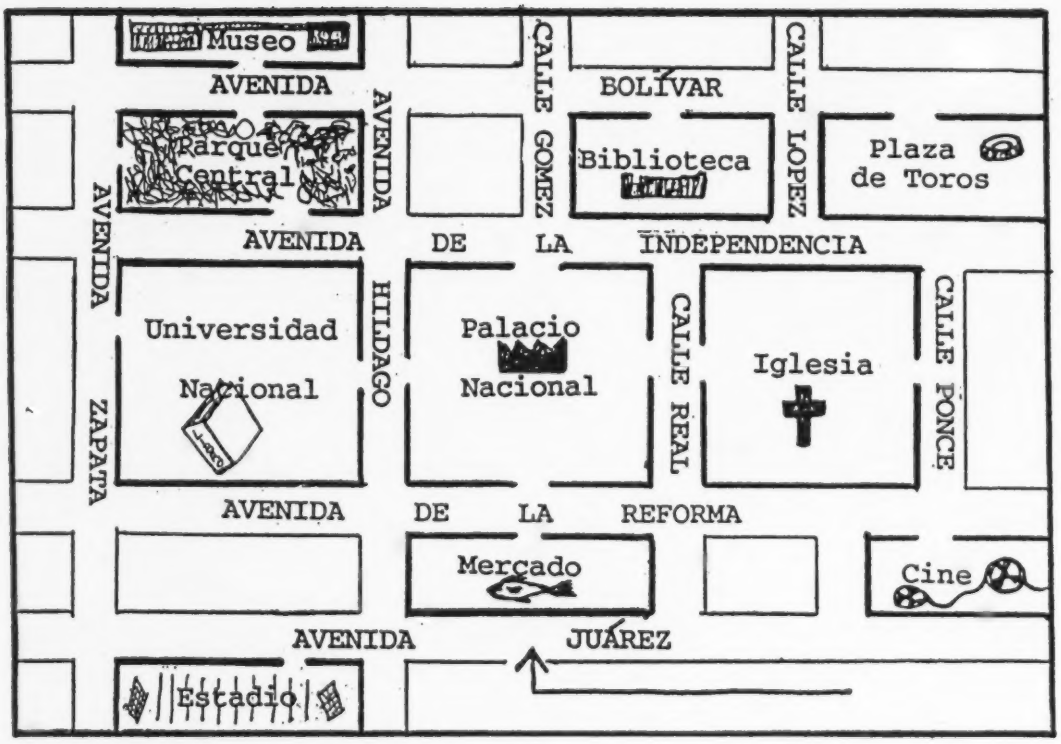
9._____

E. Use the map to determine where each student is going. You will hear the directions twice. Listen carefully. Then write the location beside each student's name.

1. Marcos _____

2. Olga _____

3. Raquel _____



F. You will hear 20 sentences. You will hear each sentence twice. Listen carefully. Select the letter of the more logical choice.

1. a. ¡Fueron fantásticas!
   b. Estuvo en México.

2. a. Muchas gracias.
   b. Encantado.

3. a. Es verdad.
   b. No tengo ganas.

4. a. Tiene miedo.
   b. Tiene prisa.

5. a. Sí, y acampar también.
   b. Sí, y va a llover también.

6. a. No, tengo que comprar muchas cosas.
   b. Sí, él es muy listo.

7. a. Muy bien, gracias.
   b. Somos buenos amigos.

8. a. Le duele la cabeza.
   b. ¡Cuánto me alegro!

9. a. ¡Cómo no!
   b. ¡Lo siento!

10. a. Porque no quiero dormirme.
    b. Porque estoy cansada.

11. a. No importa. Yo lo sé.
    b. Yo se la dije.

12. a. Muchas gracias, ¿qué hora es?
    b. Muchas gracias, es un regalo.

13. a. Voy a acostarme.
    b. Voy a comer.

14. a. Celia llegó de Puerto Rico.
    b. Voy al médico.

15. a. Porque mandé muchas tarjetas.
    b. Porque mañana es el cumpleaños de Jorge.

16. a. Levanta el brazo.
    b. Abra la boca.

17. a. Bueno, vamos a la playa.
    b. Necesito un impermeable.

18. a. Me fue bien en el examen.
    b. Pablo las tenía.

19. a. Y llegó a tiempo.
    b. Y pensó cenar en casa.

20. a. Hoy es la Navidad.
    b. Ahora, es la una.

G. Dictado. You will hear four sentences. Each sentence will be stated three times. The first time listen carefully. The second time write the sentence during the pauses provided. The third time check your answers.

1. _____

2. _____

3. _____

4. _____

H. Listen carefully to each statement. If the verb in the statement is given in the Preterit tense, check (✓) Pretérito. If the verb is given in the Imperfect tense, check (✓) Imperfecto. You will hear each statement twice.

	1	2	3	4	5	6	7	8	9	10
Pretérito										
Imperfecto										

I. Write the English for the following words or phrases. Listen carefully. Each word or phrase will be stated two times.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

J. You will hear a short story in Spanish. The story will be presented three times. Listen carefully. Then summarize the story in English in the space provided.

APPENDIX B

LISTENING SURVEY

Nombre_____

Fecha_____

LISTENING SURVEY: SPANISH, LEVEL TWO

Complete the following statements by selecting the letter that best indicates your personal reaction to each one.

(A) Always (B) Usually (C) Sometimes (D) Never

1. I enjoy listening to the teacher speak Spanish.....____
2. I enjoy listening to the cassette tapes that accompany the textbook.....____
3. I enjoy listening to music sung in the Spanish language.....____
4. I enjoy watching Spanish language videos and films.....____
5. I listen to the Spanish language without translating.....____
6. When I hear the Spanish language, I attempt to recognize cognates and familiar phrases.....____
7. I would like to have more listening practice in Spanish.....____
8. I feel comfortable when I have to communicate orally in Spanish.....____
9. I feel comfortable around people who are speaking in Spanish.....____
10. I am satisfied with my ability to understand Spanish when it is spoken.....____

APPENDIX C

LISTENING COMPREHENSION TEST: SPANISH, LEVEL TWO

LISTENING COMPREHENSION TEST: SPANISH, LEVEL TWO

A. You will hear seven sentences. Circle the letter A if the sentence contains words or phrases commonly used in the classroom. Circle B if it does not. You will hear the information three times. The first time listen carefully. The second time circle your answers during the pauses provided. The third time check your answers.

1. A B 2. A B 3. A B 4. A B 5. A B 6. A B 7. A B

B. Dictado. Complete the following paragraph by filling in the missing words. The paragraph will be stated three times. The first time listen carefully. The second time write your answers during the pauses provided. The third time check your answers.

Era el _____. María _____ comprar un _____ para su novio. ¿Qué fue a _____? Unos _____? ¿Una _____ de _____? ¿Un _____? ¡Que problema!

Entonces, _____ los _____ en la televisión. La Casa Verde estaba ofreciendo grandes _____. María miró el _____. Se _____ y salió _____.

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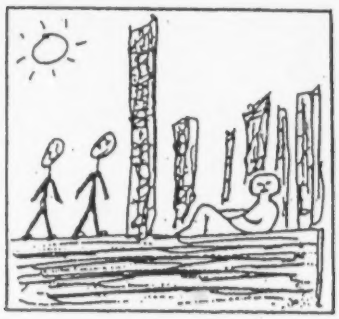
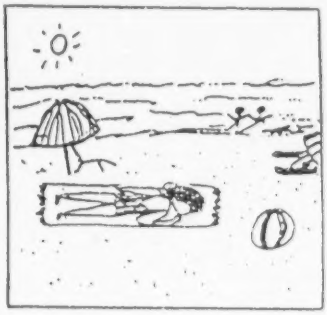


1._____

4._____



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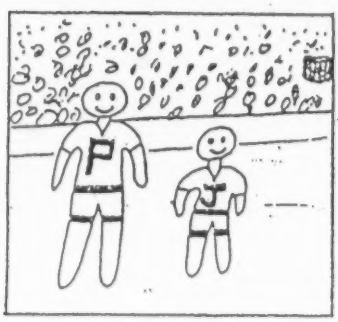
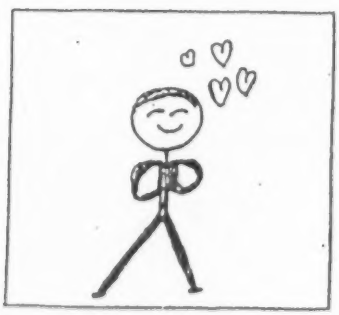


2._____

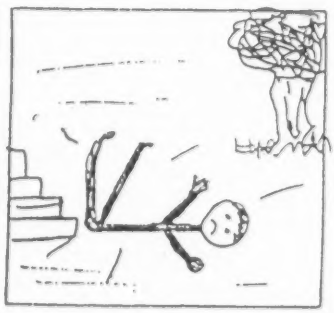
5._____

8._____



3._____

6._____



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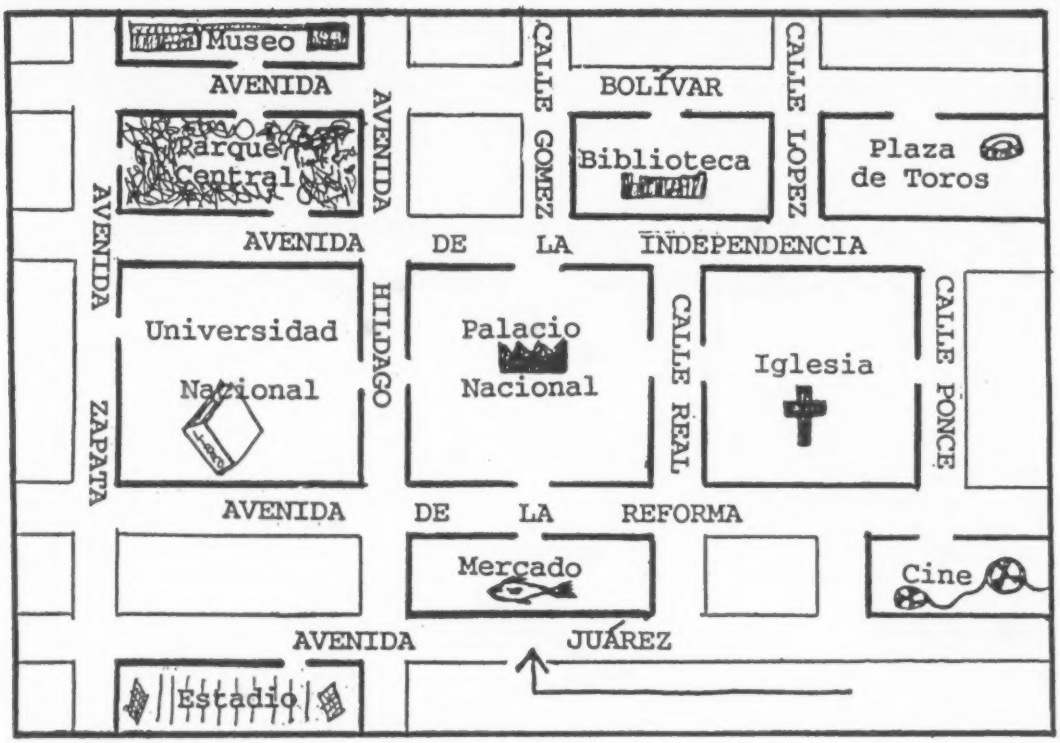

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2. a. Muchas gracias.
   b. Encantado.

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   b. Tiene prisa.

5. a. Sí, y acampar también.
   b. Sí, y va a llover también.

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   b. Sí, él es muy listo.

7. a. Muy bien, gracias.
   b. Somos buenos amigos.

8. a. Le duele la cabeza.
   b. ¡Cuánto me alegro!

9. a. ¡Cómo no!
   b. ¡Lo siento!

10. a. Porque no quiero dormirme.
    b. Porque estoy cansada.

11. a. No importa. Yo lo sé.
    b. Yo se la dije.

12. a. Muchas gracias, ¿qué hora es?
    b. Muchas gracias, es un regalo.

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16. a. Levanta el brazo.
    b. Abra la boca.

17. a. Bueno, vamos a la playa.
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18. a. Me fue bien en el examen.
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	1	2	3	4	5	6	7	8	9	10
Pretérito										
Imperfecto										

H. You will hear a short story in Spanish. The story will be presented three times. Listen carefully. Then answer the following questions in ENGLISH according to the details of the story.

1. ¿Quiénes?_____

2. ¿Dónde estuvieron?_____

3. ¿Qué ocurrió?_____

_____

4. Entonces, ¿qué hicieron?_____

_____

5. ¿Cómo terminó el cuento?_____

_____

_____